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Introduction

At BOWER LODGE School, we believe each learner is entitled to a curriculum that is personalised and appropriate for them. All our learners have an Education, Health and Care Plan (EHCP) and require modified approaches to achieve their aspirations and goals. Our curriculum reflects the main EHCP areas and addresses learners' individual needs and barriers to learning so that each learner can develop to reach their true potential.

Learners at BOWER LODGE School follow one of four learning pathways: Pre-Formal, Semi-Explore, Semi-Formal or Formal. The school ensures that there is fluidity between pathways, allowing for a personalised approach that enable learners to benefit from approaches from other pathways and to move between pathways if they develop.

Pre-Formal Pathway

Learner Profile

The learners following the pre-formal curriculum have profound and multiple learning difficulties and complex needs, usually working within the Engagement Model (P Levels P1-P4). Each of our learners is unique, requiring staff to take a holistic approach centred in a multi-sensory environment around the physical needs, strengths and interests of each learner whilst acknowledging how they best learn. The focus is upon enabling the learners to establish positive interactive relationships with others and to proactively explore the world around them, gaining environmental control skills. All learners are given maximum opportunity to achieve the highest level of independence possible.

Intent

We provide a personalised curriculum that:

Ensures learning is holistic, with all parts of the curriculum interconnected;
Builds in sufficient time for learners to repeat, practise and consolidate skills;
Recognises learners' need for consistency;

Develops learners' levels of engagement by finding out what interests and motivates them;

Places learners' targets at the centre of the curriculum with their interests as the teaching vehicle. Some learners in this group are working beyond the Engagement Model in specific areas, and are supported to access a semi-formal curriculum in those areas;

Recognises learners' need for different levels of sensory stimulation.

Implementation

Whole School Approach	Lessons	Curriculum Areas
<p>We have common themes in place across the curriculum, which aim to be interesting, engaging and appropriate for our learners and that provide relevant learning contexts for them to grow. The topics we teach are the vehicle for new learning to take place and to enable learners to make progress. The pre-formal curriculum is, at its heart, a personalised learning journey for each learner.</p>	<p>We aim to build the early communication, social and emotional, and cognitive skills that are the foundation of learning. The curriculum acknowledges the importance of movement and play in a child's development, and the need our learners have for sensory and multi-sensory approach to learning. To help achieve a learner's full potential, our lessons are:</p> <ul style="list-style-type: none"> Multi-Sensory Tactile Experiential Exploratory Stimulating Relevant Individualised <p>To aid communication in lessons, we use a wide range of communication methods. On the pre-formal curriculum you might see use of:</p> <p style="text-align: center;">Body movements/Makaton/Canaan Barrie Sign System</p>	<p>Equals Curriculum:</p> <p>Our classes follow termly topics from the relevant Key Stage Long Term Plan. The subject areas and lesson objectives are largely taken from the EQUALS curriculum, building to provide learners the opportunity to make progress against their EHCP, learner-specific targets. The EQUALS curriculum areas are:</p> <ul style="list-style-type: none"> My Communication and Social Relationships My Cognition, Challenge and Sensory My Physical and Wellbeing My Creativity My Independence Enrichment

Facial expression
 Eye movements/tracking
 Mouthing
 Vocalisations
 Increased processing time
 Intensive Interaction – reactive to proactive (reaching out)
 to interactive
 Sensory cues – smells, music of reference
 Objects of reference with single word use
 Photograph symbols
 Big Mack interactive buttons

In addition, some learners can access therapies or interventions if needed (see Therapies and Interventions sections).

Assessment

Learner progress is assessed on an ongoing basis, with staff capturing evidence regularly using an interactive recording tool called Evidence for Learning (EFL) and the Engagement Model.

The Engagement Model is used as a national assessment tool to help support learners who are working below the level of the National Curriculum and are not engaged in subject-specific study. The learners focus on developing the engagements skills of exploration, realisation, anticipation, persistence, and initiation. These skills are monitored throughout the year to moderate the level of engagement on the pre- formal curriculum. Evidence collected includes observations, photographs, videos and learners' work. Parents and carers can access EFL to see the progress of their child and are able to add supportive comments.

Progress is assessed against learner-specific set targets taken from a bespoke framework consisting of 'I will' statements suitable for the pathway. Progress towards personal targets is reviewed at key points through the year, with new targets being set as appropriate in a cycle of 'assess, plan, review, do'. Targets are set to support the learners work towards their long-term goals, as set in the EHCP SEND profiles. As a short-term target is met, a new target that will further them towards their overall, long term goal will be set.

At Key Stages 4 and 5 there are opportunities for learners to complete sensory-based accreditations.

Semi-Explore Pathway

Learner Profile

Learners following the semi-explore curriculum have complex SLD, SLD/Autism usually working within the Engagement Model (P Levels P1-P4) or the pre-key stage standards (P Levels P4-P5). These learners have considerable sensory sensitivities that may be expressed both through the five main senses of touch, hearing, sight, taste and smell, but may also be evident within the kinaesthetic, proprioceptive and vestibular senses.

Through their lessons, our learners learn to trust the adults and the adults learn about the learners' abilities and preferred communication approaches, their feelings, their likes and dislikes. If the learners have not yet built up a repertoire of interests, we can then find objects and activities of interest through the safe and secure 'friendship' that has developed through the sessions. When these interests have been established, they can be used to motivate the learners to communicate, express themselves and develop independence.

Intent

We provide a personalised curriculum that:

- Gives breadth of challenging experience that celebrates all achievements. Some learners in this group are working beyond the Engagement Model in specific areas, and are supported to access a semi-formal curriculum in those areas;
- Gives opportunities for learners to extend their learning and skills through experiencing a wide range of activities;
- Promotes independence through developing skills that enable learners to make their emotional and physical needs known.

Implementation

Whole School Approach	Lessons	Curriculum Areas
<p>Overarching themes are in place, which have significance for individual learners and society and provide relevant learning contexts.</p>	<p>Growth and development only happen when a learner feels safe, settled, secure and happy; these elements are at the heart of all we do, ensuring learners feel welcome and a part of their class and the wider school community. To help achieve a learner's full potential, our lessons are:</p> <ul style="list-style-type: none"> Multi-sensory Tactile Exploratory Stimulating Relevant Individualised <p>To aid communication in lessons, we use a wide range of communication methods. On the semi-explore curriculum you might see use of:</p> <ul style="list-style-type: none"> Symbols Learning through exploring Objects of reference Photo support/visual use 	<p>Our classes follow termly topics from the relevant Key Stage Long Term Plan. The subject areas and lesson objectives are largely taken from the EQUALS curriculum, building to provide learners the opportunity to make progress against their EHCP, learner-specific targets. The EQUALS curriculum areas are:</p> <ul style="list-style-type: none"> My Sensory Play My Independence My Creativity My Communication My Outdoor School My Physical Wellbeing Enrichment

	<p>Intensive Interaction Chat boards Now and Next prompts Big Mack interactive buttons and Talking Tins Sensory regulation/sensory diet PECS (Picture Exchange Communication System) Songs of reference/for transition Social stories PODD books Makaton signing AAC (Augmentative and Alternative Communication) Key word language</p>	
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In addition, some learners can access therapies or interventions if needed (see Therapies and Interventions sections).

Assessment

Learner progress is assessed on an ongoing basis, with staff capturing evidence regularly using an interactive recording tool called Evidence for Learning (EfL) and the Engagement Model.

The Engagement Model is used as a national assessment tool to help support learners who are working below the level of the National Curriculum and are not engaged in subject-specific study. The learners focus on developing the engagements skills of exploration, realisation, anticipation, persistence, and initiation. These skills are monitored throughout the year to moderate the level of engagement on the semi-explore curriculum. Some learners in years 2 and 6 will be assessed using the pre-key stage standards. These provide a statutory assessment of learners engaged in subject-specific study who are working below the overall standard of the national curriculum tests and teacher assessment framework. Evidence collected includes observations, photographs, videos and learners' work. Parents and carers can access EfL to see the progress of their child and are able to add supportive comments.

Progress is assessed against learner-specific set targets taken from a bespoke framework consisting of 'I will' statements suitable for the pathway. Progress towards personal targets is reviewed at key points through the year, with new targets being set as appropriate in a cycle of 'assess, plan, review, do'. Targets are set to support the learners work towards their long-term goals, as set in the EHCP SEND profiles. As a short-term target is met, a new target that will further them towards their overall, long term goal will be set.

At Key Stages 4 and 5 there are opportunities for learners to complete sensory-based accreditations.

Semi-Formal Pathway

Learner Profile

The semi-formal curriculum supports a wide range of learners typically working between standards 1 to 6 of the pre-key stage standards i.e. between P5 (P Level) and NC Levels 1-2. In addition to their severe or moderate learning difficulties, they may also face other barriers to learning such as physical difficulties, medical conditions, social and emotional needs, sensory processing, visual or hearing impairments, communication difficulties. The semi-formal curriculum incorporates the EQUALS Schemes of Work and has a strong foundation of life skills. These skills promote independence and communication skills allowing the learner to make progress to the best of their ability.

Intent

We provide a personalised curriculum that:

Promotes independence by developing skills that will allow learners to be as independent as possible; Develops independence by providing explicit instructions and sufficient time for learners to repeat, practise, maintain and consolidate skills; Challenges and stretches learners with a strength in English and Maths to reach their full potential; Develops learners' levels of engagement by finding out what interests and motivates them; Provides meaningful contexts for learning that use real-life materials and experiences, concrete resources and practical everyday activities so that learners link experiences and make connections;

Supports learners to develop an awareness of, and interest in, themselves and their immediate surroundings and environment;

Recognises the importance of play and games as motivational curriculum activities that allow repetition and consolidation of skills;

Recognises that when using imagination and thinking of something that is not immediately present, children with SLD may need prompts to recall an experience;

Includes activities that move beyond memory-building activities to take part in supported thinking and problem-solving activities;

Provides opportunities for generalising and applying skills and knowledge across curriculum areas;

Acknowledges that the physical wellbeing and development of our SLD learners is important;

Recognises some of our learners may not be physically able to complete practical processes without full support, but that they should be involved in choice and decision-making about the process.

Implementation

Whole School Approach	Lessons	Curriculum Areas									
<p>We have common themes in place across the curriculum, which aim to be interesting, engaging and appropriate for our learners and that provide relevant learning contexts for them to grow. The topics we teach are the vehicle for new learning to take place and to enable learners to make progress.</p>	<p>On this pathway we aim to minimise the learning barriers experienced by individual learners. We aim to equip our learners with the skills, knowledge and passion to participate and contribute within society, empowering them to live active and fulfilled lives. It is essential that learning is purposeful, immersive, fun and interactive; therefore, our lessons include: Collaborative learning; Active learning; Multi-sensory activities; Differentiation; Individualisation.</p> <p>To aid communication in lessons, we use a wide range of communication methods. On the semi-formal curriculum you might see use of:</p>	<p>Our classes follow termly topics from the relevant Key Stage Long Term Plan. The subject areas and lesson objectives are largely taken from the EQUALS curriculum, building to provide learners the opportunity to make progress against their EHCP, learner-specific targets. The EQUALS curriculum areas are:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 33%;">Key Stage 1</th> <th style="width: 33%;">Key Stage 2</th> <th style="width: 33%;"></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">My Communication</td> <td style="text-align: center;">My Communication</td> <td></td> </tr> <tr> <td style="text-align: center;">My Thinking and Problem Solving</td> <td style="text-align: center;">My Thinking and Problem Solving</td> <td></td> </tr> </tbody> </table>	Key Stage 1	Key Stage 2		My Communication	My Communication		My Thinking and Problem Solving	My Thinking and Problem Solving	
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	Photo support visuals Visual symbols Now and Next prompts Makaton signing Visual timetable Chat mats PODD books Social stories Colourful semantics Verbal communication Key word language	My Play and Leisure	My Play and Leisure	
		My Independence	My Independence	
		My Creativity	My Creativity	
		The World About Me	The World About Me	
		My Outdoor School	My Outdoor School	
		My Physical Wellbeing	My Physical Wellbeing	
		PSHCE (<i>Beech/Chestnut</i>)	PSHE	
		Zones of Regulation	Zones of Regulation	
		ICT	ICT	
		Enrichment	Enrichment	
		Swim		

In addition, some learners can access therapies or interventions if needed (see Therapies and Interventions sections).

Assessment

Learner progress is assessed on an ongoing basis, with staff capturing evidence regularly using an interactive recording tool called Evidence for Learning (EFL). Evidence collected includes observations, photographs, videos and learners’ work. Parents and carers can access EFL to see the progress of their child and are able to add supportive comments.

Progress is assessed against learner-specific set targets taken from a bespoke framework consisting of ‘I will’ statements suitable for the pathway. Progress towards personal targets is reviewed at key points through the year, with new targets being set as appropriate in a cycle of ‘assess, plan, review, do’. Targets are set to support the learners work towards their long-term goals, as set in the EHCP SEND profiles. As a short-term target is met, a new target that will further them towards their overall, long term goal will be set.

The pre-key stage standards focus on key aspects of English reading, English writing and Mathematics at the end of years 2 and 6. Reading ages, recognition of See and Learn functional words are also assessed. Our Key Stage 4 learners typically work towards achieving ASDAN accreditations: Transition Challenge and Pupil Progress. In Key Stage 5, they work towards completing units in OCR Life and Living Skills.

Formal Pathway

Learner Profile

Learners on our formal curriculum have moderate learning difficulties, alongside associated complexities, such as SEMH, physical and visual impairments. Learners access a range of National Curriculum subjects for their Key Stage, modified to accommodate their developmental level and special educational needs. Life skills and independence skills also form a part of the curriculum, in addition to the more traditional formal learning subjects. As the term 'formal' implies, there is a high level of structure. We nevertheless avoid making the formal curriculum too abstract; teachers ensure that learning is linked to practical activities and consolidated and applied in practical sessions. Older learners will pursue accreditation pathways (e.g. Entry Level/Level 1/GCSE as appropriate).

Intent

We provide a curriculum that:

Is primarily accessible to those learners' with moderate learning difficulties in their learner profile;

Supports learners to develop their interests as well as their skills and knowledge;

Is a planned programme of objectives, content, learning experiences, resources and assessment based on, but not exclusive to, the National Curriculum 2014;

Includes life skills and independence skills;

Ensures learning is linked to practical activities and consolidated and applied in practical sessions;

Is interconnected to encourage the transference of skills and knowledge across the learning pathway, whilst allowing for subject-specific knowledge and understanding to be embedded; Recognises some of our learners may not be physically able to complete practical processes without additional support, but that they should be involved in choice and decision-making about the process;

Through collaboration with a range of other professionals, is accessible to all learners as part of a bespoke provision of supported access and personalised approaches e.g. SaLT input in supporting non-verbal learners to use AAC devices to communicate about their learning;

Enables older learners to pursue accreditation pathways (e.g. Entry Level awards and exams).

Implementation

Whole School Approach	Lessons	Curriculum Areas						
<p>We have common themes in place across the curriculum, which aim to be interesting, engaging and appropriate for our learners and that provide relevant learning contexts for them to grow. Formal learners follow a modified National Curriculum across Key Stages 1 – 4. In Key Stage 5, learners follow a range of accredited courses.</p>	<p>On the formal pathway we teach a range of qualifications, accreditations and syllabuses. We see the formal curriculum as a tool to enable the learner to become an active and engaged contributor to our society. Our lessons include:</p> <ul style="list-style-type: none"> Subject-specific learning Collaborative learning Active learning Differentiation Individualisation Vocational learning <p>To aid communication in lessons, we use a wide range of communication methods. On the formal curriculum you might see use of:</p> <ul style="list-style-type: none"> Visual symbols Makaton signing Visual timetable Verbal communication Written language 	<p>The pathway follows a traditional secondary approach, offering a broad and balanced curriculum. Learners follow a timetable and transition around the school to different lessons. Transitioning from classroom to classroom is a crucial part of developing independence and helps prepare learners for college and/or employment in the future. Classes have a pastoral base with their form teacher and are taught adapted national curriculum content delivered by specialist teachers. The curriculum areas at each key stage are:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%; text-align: center;">Key Stage 1</th> <th style="width: 50%; text-align: center;">Key Stage 2</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top; padding: 5px;"> <p>National Curriculum:</p> <ul style="list-style-type: none"> English Maths Science PSHE Computing PE Humanities Science Art & DT <p>Music</p> <p>Also:</p> <ul style="list-style-type: none"> Life Skills Zones of Regulation Enrichment </td> <td style="vertical-align: top; padding: 5px;"> <p>National Curriculum:</p> <ul style="list-style-type: none"> English Maths Science PSHCE Computing PE <p>Science</p> <p>Art & DT</p> <p>Humanities</p> <p>Also:</p> <ul style="list-style-type: none"> Life Skills <p>Work Experience</p> <p>Careers</p> <p>Enrichment</p> </td> </tr> </tbody> </table>			Key Stage 1	Key Stage 2	<p>National Curriculum:</p> <ul style="list-style-type: none"> English Maths Science PSHE Computing PE Humanities Science Art & DT <p>Music</p> <p>Also:</p> <ul style="list-style-type: none"> Life Skills Zones of Regulation Enrichment 	<p>National Curriculum:</p> <ul style="list-style-type: none"> English Maths Science PSHCE Computing PE <p>Science</p> <p>Art & DT</p> <p>Humanities</p> <p>Also:</p> <ul style="list-style-type: none"> Life Skills <p>Work Experience</p> <p>Careers</p> <p>Enrichment</p>
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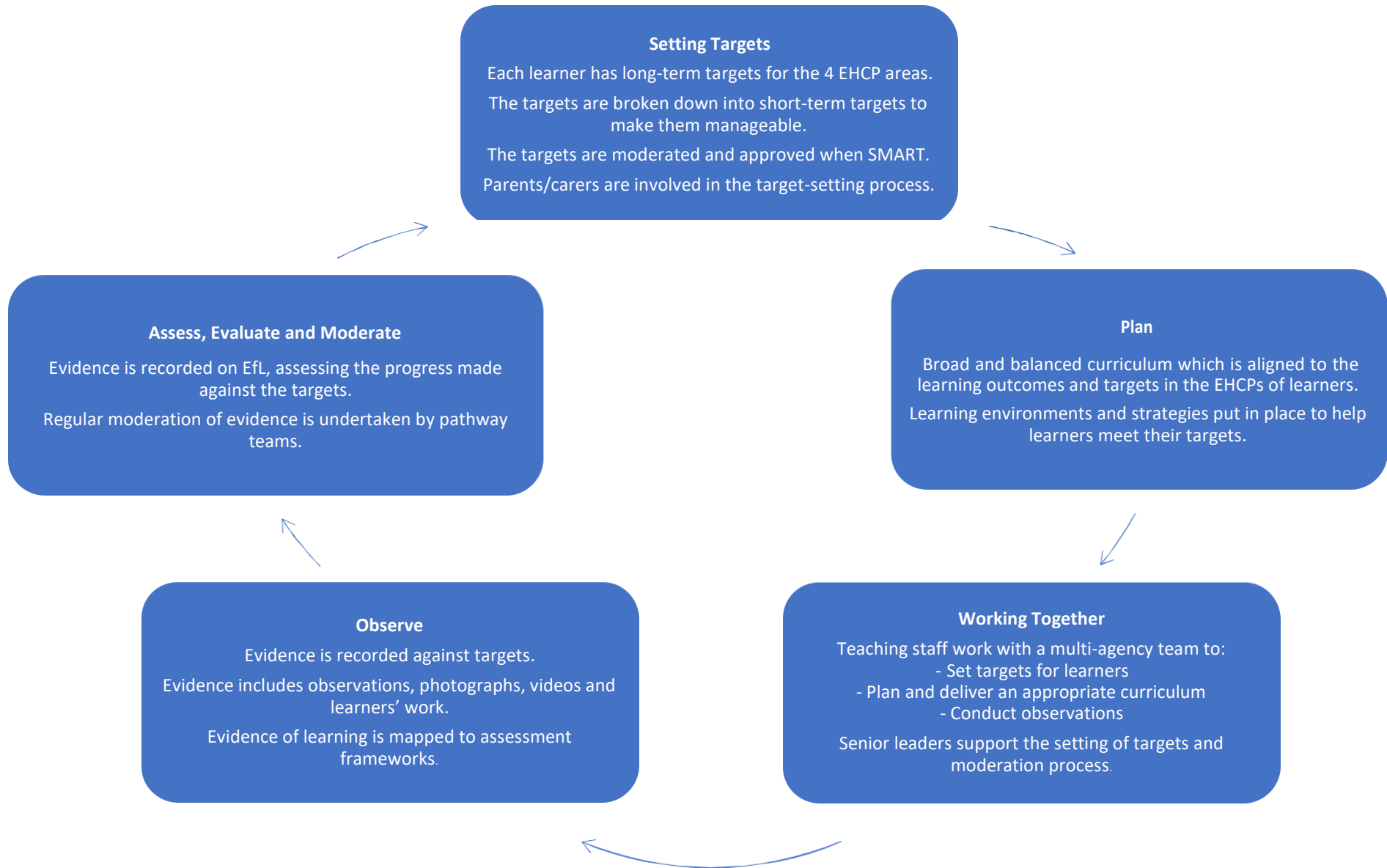
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Assessment

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Assessment Cycle – All Pathways



Communication

Communication

We offer a Total Communication approach. We use Wigit symbols, Makaton symbols and VI-friendly visual support for our learners. Learner need defines the communication support offered to each learner; examples might include AAC, Makaton, PECS, Chat Mats and PODD books. Communication support also differs across our different pathways, and is highlighted in the communication flowchart. This flowchart highlights some of the communication methods we might also expect to see across the different curriculum pathways. We work closely with our Speech and Language therapist to incorporate individual learner programmes into the school day.

Communication Flowchart



Pre-Formal Curriculum	Semi-Explore Curriculum	Semi-Formal Curriculum	Formal Curriculum
Body movements/signs/Canaan Barrie Facial expression Eye movements/tracking Mouthing Tobii eyegaze Vocalisations Increased processing time Intensive Interaction – reactive to proactive (reaching out) to interactive Sensory cues – smells, music of reference Objects of reference with single word use Photograph symbols Use of Big Macks and Talking Tins	Symbolic understanding with photographs Learning through exploring Objects of reference Photo support/visual use Intensive Interaction Now and Next Use of Big Macks and Talking Tins Sensory regulation/sensory diet PECS Songs of reference/for transition Social stories PODD books Makaton AAC Key word language	Photo support visuals Visual symbols Now and Next Makaton Visual timetable Chat mats PECS PODD books VOCAs Social stories Colourful semantics Verbal communication Key word language	Visual symbols Makaton Visual timetable Verbal communication Written language

Therapies

Therapies

Some learners have additional needs identified in their EHCP which require support from a therapist. To ensure that these needs are met, there are a range of professionals and therapists who are part of the Educational Team and work alongside the class team and parents, either by providing individual plans or by supporting the delivery of programmes within the class.

If required, learners have access to NHS therapists from Speech and Language, Occupational Health, and Physiotherapy. Therapists offer support in a range of ways:

Supporting the pastoral team to show them how they can work on developing learners' skills across a range of learning opportunities in school;

Working in partnership with the pastoral team to develop a clear and holistic picture of learners' skills and how these impact on their learning, behaviour and social skills; Providing specific and targeted support for learners as needed.

Sensory processing disorder assessment and therapy is not a local NHS OT commissioned service.

Interventions

Interventions

Emotional Health and Wellbeing

Some of our learners, at some times in their lives, benefit from a more specific type of programmed support. In such cases we make use of our Emotional Health and Wellbeing (EHWB) Mentor or our ELSA Practitioners.

The EHWB Mentor is able to work to support individuals who may have experienced or be experiencing pressures that impact on their emotional health and wellbeing and therefore impacting on their daily functioning. The EHWB Mentor makes use of methods such as:

Solution-Focused Therapy

Cognitive Behaviour Therapy

Positive Behaviour Support

Functional Behaviour Assessment (Behavioural Analysis)

Emotional Regulation and Support

Mental Health Support

Play Therapy

Sensory Massage

Rebound Therapy

Rebound Therapy is an integral part of our curriculum. It is an activity that has many benefits for our learners. We hold a number of sessions throughout the week to give as many learners access to the trampoline as possible.

Rebound Therapy is the therapeutic use of the trampoline to:

Facilitate movement

Promote balance

Promote an increase or decrease in muscle tone

Promote relaxation
 Promote sensory integration
 Improve fitness and exercise tolerance
 Develop communication skills

Sensory Circuits

Sensory Circuits interventions are available for those learners who need help settling into their school day. The aim of the Sensory Circuits programme is to facilitate sensory processing and sensory integration, and to allow learners to be in the optimum state of alertness, ready for learning. The children participate in a short 10–15-minute session of activities designed to improve brain processing efficiency, and they generally find that the circuit is a fun way to start the day. Sessions are run in the morning before learners attend their first lesson.

Sensory Diets

Identified learners have a sensory diet, a programme of sensory activities that are specifically scheduled into their day to ensure they’re getting the input their bodies need. The sensory diets assist with attention, arousal and adaptive responses.

Visual Impairment

Specialist teaching and support is available for visually impaired learners. Our two VI Specialist Teachers and our Complex Needs HLTA assess and support Visually Impaired learners with their mobility and interaction programmes.

Zones of Regulation

We recognise the importance of promoting positive mental health and emotional wellbeing in our learners and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children be able to regulate their emotions. By implementing the Zones of Regulation curriculum we aim to teach our learners to identify emotions in themselves and others and provide them with a bank of strategies to help regulate their emotions and improve their wellbeing.

Zones of Regulation is a curriculum based around the use of four colours to help children self-identify how they’re feeling and categorise it based on colour. The curriculum also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they’re in. Additionally, Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

Education outside the classroom, including visits and visitors (Cultural Capital)

Education outside the classroom, including visits and visitors

Educational visits and external visitors to school play a significant part in our curriculum offer. We believe our learners learn best through experience and therefore we aim for all learners to engage in learning outside the classroom. These experiences are often linked to curriculum topics; however, they can be standalone events. Examples are:

In Primary:
 Visits/assemblies by community police and fire service
 Offsite PE activities
 Theatre and musical trips/visits
 Variety of museums and places of worship
 Parks and Supermarkets

In Seniors:
 Visits/assemblies by community police and fire service
 Offsite PE activities
 Theatre and musical trips/visits
 Restaurant/café visits
 Variety of museums and places of worship

	Community facilities, e.g. libraries and shops Peripatetic music teachers Work experience, e.g. farm
Enrichment Curriculum	
Enrichment Curriculum	
<p>Our enrichment curriculum provides the opportunity for learners to develop life-long skills and interests that can lead to greater independence and confidence and support them in later life. Our wish is to develop our learners' skills and talents in a very practical and hands on way. Such activities might include, amongst others:</p> <p style="text-align: center;">Dance Signing Choir Board/card games Football Netball Gardening Club Computers Lego Club Rock band</p>	

Social, Moral, Spiritual and Cultural education, and British values

Social, Moral, Spiritual and Cultural education, and British values
<p>We recognise that social, moral, spiritual and cultural education (SMSC) including British values plays a significant part in the personal development of our learners. SMSC is a dimension of the whole school experience which makes the curriculum relevant, creative, stimulating and fun. It enriches the curriculum and ethos of our school.</p>

Impact

Impact
<p>Case studies, Evidence for Learning and SEND Profiles demonstrate that learners achieve their short- and long-term personalised outcomes, and that they access our rich and ambitious curriculum and fulfil their potential. Learners are well prepared to transition at each stage of their education, showing that the curriculum supports them to move on appropriately at each step. Learners successfully achieve a range of accreditations and qualifications which support them in their college and community placements when they leave us.</p>

